PB-241 181

THREAT DETECTION TRAINING PROGRAMS FOR CHILD PEDESTRIAN SAFETY. VOLUME I. CONDUCT, RESULTS, AND RECOMMENDATIONS

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Valencia, Pennsylvania

March 1975

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Technical Report Documentation Page

1. Report No.	2. Government Accession No.	
DOT-HS-801-450	PB 241 181	

4. Title and Subtitle	5. Report Date
Threat Detection Training Programs for Child Pedestrian Safety. Volume I: Conduct, Results, and Recommendations	March 1975
	6. Performing Organization Code
	8. Performing Organization Report No.
7. Author(s) Richard L. Dueker	
9. Performing Organization Name and Address Applied Science Associates, Inc. P. O. Box 158 Valencia, Pennsylvania 16059	10. Work Unit No. (TRAIS)
	11. Contract or Grant No. DOT-HS-339-3-726
12. Sponsoring Agency Name and Address Department of Transportation National Highway Traffic Safety Administration Research Institute Washington, D. C. 20590	13. Type of Report and Period Covered Final Report 6/22/73 - 6/30/74
	14. Sponsoring Agency Code

15. Supplementary Notes

PRICES SUBJECT TO CHANGE

16. Abstract

Research aim was to identify efficient, safe, street-crossing behavior sequence for children; develop/pilot-test programs to train sequence in public schools. Target audience: Kindergarten-to-third graders in urban schools. Phase I work included behavioral analysis to find optimum street-crossing behavior sequence; evaluate behavior-modification techniques; investigate constraints (cost, school resource limitations, school personnel training/attitudes).

Phase II developed three programs evaluated for adequacy, feasibility, cost by project staff, consultants, six school principals, 11 teachers: (1) Basic Program--teacher introduces program, behavior sequence; children practice sequence through games played on lo-fi simulated classroom "street" and later on real streets (traffic blocked). (2) Film Program--same as Basic, except program, behavior sequence introduced via film starring Captain Kangaroo. (3) Simulator Program--same as Basic, except children practice sequence in hi-fi classroom simulator, using two rear-projected synchronized color films of moving traffic.

Phase III pilot-tested training programs in three urban Pittsburgh schools re effectiveness, permanency, training-materials adequacy, using one pretest, two posttests. All three programs considerably reduced unsafe street-crossing behavior. Film, Simulator programs were generally superior to Basic; little difference between Film and Simulator programs in effectiveness, permanency. Recommended Film, Simulator programs undergo further testing.

17. Key Words	18. Distribution Statement
Pedestrian Safety, Children Behavior Modification Training Programs, Elementary School Simulator, Traffic Flow Film, Child Pedestrian Safety Pedestrian Dart-Out Accident-Avoidance Behavior Sequence	Document is available to the public through the National Technical Information Service, Springfield, Virginia 22151.

19. Security Classif. (of this report)	20. Security Classif. (of this page)	21. No. of Pages	22. Price
UNCLASSIFIED	UNCLASSIFIED	73	$4.25/2.25

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INTRODUCTION

The report documents a project to develop and test child pedestrian safety programs, as performed by Applied Science Associates, Inc. (ASA). The project was sponsored by the Research Institute, National Highway Traffic Safety Administration, within the U. S. Department of Transportation.

Volume 1 of the report describes the conduct of the project and provides the results and conclusions from program testing. It also provides recommendations for program modification and further development.

This volume, Volume 2, provides detailed descriptions of the major training program materials. It also provides, via the text of the Teacher's Guide, detailed coverage of training program content. The materials as presented in this volume have been modified in accordance with the recommendations resulting from the pilot testing.

APPENDIX A

USERS' GUIDES

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Outline for the Training Program Coordinator's Guide.	A-2
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OUTLINE FOR THE TRAINING
PROGRAM COORDINATOR'S GUIDE

Foreword

Description of the purpose of the guide and the need for a school-system-level coordinator.

Background on the Program

Discussion of:

1. The problem of child pedestrian accidents.
2. The dart-out accidents, how they occur and how the program is designed to prevent them.
3. The difference between this program and other child pedestrian safety programs.
4. The learning techniques used in the program.

Description of the Program

Brief description of the content and objective of each session.

Coordinating the Program

Obtaining and Distributing Program Materials

A complete listing of all materials required to administer the program and the quantities required for each school, guidelines for determining how many shared materials will be required, and sources for obtaining all materials. Guidelines will be provided for distributing materials to the participating schools.

Scheduling the Administration of the Program

Guidelines for scheduling the starting dates for the program in the participating schools so as to make efficient use of shared program materials and to permit completing the initial program sessions in all schools in a timely manner.

OUTLINE FOR THE
PRINCIPAL'S GUIDE

Foreword

Description of the purpose of the guide and the role of the principal in program administration.

Background on the Program

Similar to the Background discussion in the Program Coordinator's Guide.

Description of the Program

Similar to the Program Description provided in the Program Coordinator's Guide.

Administering the Program in Your School

Inventorying Program Materials

A complete listing of all materials required to administer the program in the school, including shared materials and the sessions for which they are required.

Scheduling Program Sessions

Guidelines for scheduling sessions such that:

1. They satisfy program requirements.

2. Shared program materials are available for use by the next school according to schedule.

3. They minimize the amount of time that streets must be blocked.

Selecting sites for the Outside Sessions

1. General requirements for the sites:

   a. Midblock location
   b. Narrow residential street
   c. Two-way traffic flow
   d. Normal-light traffic flow
   e. Traffic speed of 30 mph or less

f. Close to school
g. Not a bus route
h. Convenient alternate (detour) route(s)

2. Session-specific requirements for the sites:

a. Enough space for playing games
b. Presence of parked cars at site

Obtaining Municipal Cooperation

Guidelines for:

1. Notifying police of the locations and times for the outside sessions and obtaining approval for blocking the street.

2. Requesting the aid of crossing guards to help in traffic control during the outside sessions.

Setting Up the Simulator (for simulator program guide only)

Guidelines covering:

1. Selection of a location for the simulator (e.g., space and lighting requirements).

2. The setup of the simulator.

3. Partial disassembly of the simulator between sessions.

4. Possibility of using older children to set up and operate the simulator.

TEACHER'S GUIDE

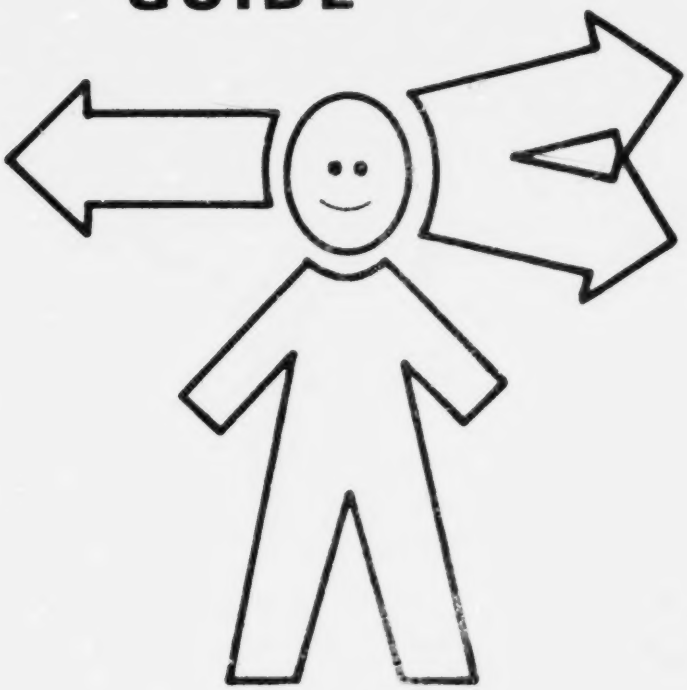
Three training programs were evaluated during the project. These programs were basically similar and the materials developed to guide the teachers in administering the programs were also similar in their general content. In the pages that follow is the full text of the Teacher's Guide for the Basic Program. The Guides for the Simulator and Film Programs differ from the Basic Progam in the following ways:

1. For the Simulator Program, instructions for program Sessions 2, 3, 4, and 5 describe the use of the traffic flow simulator (see Appendix D) instead of the car mock-ups. A separate section is included in the Simulator Program Guide to cover setup and operation of the simulator.

2. For the Film Program, instructions for program Sessions 1 and 2 describe the use of the child pedestrian safety film (see Appendix E) instead of having the teacher introduce the program and model the behaviors to be learned.

SAFE STREET CROSSING TRAINING PROGRAM

TEACHER'S GUIDE



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for

U.S. DEPARTMENT OF TRANSPORTATION
Contract No. DOT HS 339-3-726

HOW TO USE THIS GUIDE

This program is designed for children between the ages of five and nine, i.e., grades K through three. If the children in your class have not had the program in previous years, you should administer the full program, i.e., the preprogram activities, the eight (or nine) program sessions, and follow-on sessions. If your children have been previously exposed to the full program, only refresher training will be required as described in the last section of the guide.

If you are unfamiliar with the Safe Street Crossing Training Program, you should first read this guide from front to back, paying particular attention to the Introduction. Thereafter, before you perform any program activity, study the section relating to that activity. In preparing for a program session, be sure to allow yourself enough time to become thoroughly familiar with the session instructions and to gather any materials you may need.

INTRODUCTION

Why the Program Was Developed

Statistics show that each year there are approximately 400,000 pedestrian accidents, many of them involving children. Every year 3,000 children are killed in pedestrian accidents. While some of these accidents are undoubtedly the fault of the driver, or due to some mechanical failure in the automobile, far too many of the accidents occur because the children were unaware of the correct procedure for safely crossing the street.

One-third of all child pedestrian fatalities are attributed to dart-out accidents. A dart-out occurs when the child enters the street at midblock, often from between parked cars. He may be chasing a ball, running to an ice cream vendor, or responding to a friend's or parent's call. Often, when he enters the street, he fails to search and wait for approaching traffic, and this can result in an accident.

In the past, parents and school programs have either neglected to teach safety procedures, or have attempted to correct the child's behavior by scolding or punishing the unsafe behavior. They have also tried to warn children of the potential dangers of running into the street. These methods simply do not work, largely because the children are just too young to fully comprehend the danger associated with the situation.

The program you are going to implement in the next few weeks uses an entirely different approach. Instead of merely telling the children what not to do, the program provides learning experience in which the child actually practices the correct procedures to safely cross the street. The program's objective is to train the children to perform a simple behavior sequence which maximizes their chances of detecting and avoiding approaching vehicles when they enter the street at midblock.

The children will learn to stop and look every time they walk into any type of street. This is accomplished by the use of guided practice in the classroom and safety games. These games provide opportunities for children to practice safety behavior in situations much like those they actually encounter when playing near the street. The games will be played both in the classroom with simulated street surroundings, and on a "real-world" street where traffic is carefully controlled. As a reward for learning good safety habits, the children will earn a safety patch, and receive a signed certificate attesting to their achievements.

Program Objective

The main objective of the Street Safety Program is to teach children a simple set of procedures that, when learned, will prevent them from darting out into the street in front of an automobile. Following is a detailed description of the correct safety behavior sequence:

1. a. Stop at the edge of the curb, or road if there are no parked vehicles,

   or

   b. If parked vehicles <u>are</u> present, stop at the boundary between the parking lane and traffic--beyond the parked vehicles, but still close enough to touch them.

2. Turn head and eyes to the left so that the visual field includes <u>all</u> of the left traffic lane, and look for left-approaching traffic.

3. Turn head and eyes to the right so that the visual field includes <u>all</u> of the right traffic lane, and look for right-approaching traffic.

4. Turn head and eyes to the left again, so that the visual field includes <u>all</u> of the left traffic lane, and check to be sure that the street is still clear.

5. a. Enter the street (if no cars are detected).

   or

   b. If a car is detected, wait for the car and track it until it has passed. Repeat the left-right-left looks before entering the street. (Perform this step as many times as necessary until the street is clear.)

All five of these steps and <u>only</u> these five steps constitute the correct sequence. In conducting the program, you should reward the children for performing these steps correctly and in sequence. DO NOT reward the children for any of the following:

1. Performing only PART of the sequence (e.g., looking only left-right and failing to look left again).

2. Performing a step or steps incorrectly (e.g., not stopping).

3. Performing extra steps (e.g., looking L-R-L-R-L).

4. Performing a step out of sequence (e.g., starting to search before stopping).

Unless you are consistent on what the correct safety procedures are (and reward only the five properly-performed steps in the proper sequence) the children will become confused, you will get confused, and the program will not work.

The children practice the sequence in each of the program sessions. It is recommended that each child attend at least six program sessions in order to earn his patch and certificate.

Summary of the Program

The Safe Street Crossing Training Program involves the following activities:

Preprogram Activities--Discussions, projects, etc. designed to introduce the need for safe street crossing.

Session 1. Children observe teacher modeling the behavior sequence on a simulated street setting. Children rehearse behavior sequence.

Session 2. Children practice behavior sequence. Tokens are given for correct performance.

Session 3. Children play the "Ball Toss Game" in the classroom or any other suitably large area.

Session 4. Children play the "Shuttle Game" in the classroom or any other suitably large area.

Session 5. Children play the "Follow-the-Leader Game" in the classroom or any other suitably large area.

Session 6. Children play the "Ball Toss Game" outside.

Session 7. Children play the "Shuttle Game" outside.

Session 8. Children play the "Follow-the-Leader Game" outside.

Session 9. Optional Sessions repeating Session 6, 7, or 8 where additional practice is desired.

Follow-on Sessions--Periodic training sessions, similar to regular program sessions conducted throughout the school year.

Preparing and Administering the Program

There are several things you should do before beginning the program. These activities include: (1) filling out a progress chart, (2) collecting all required materials, (3) sending home the Parents Pamphlets, and (4) scheduling program activities.

Filling Out Progress Charts

A progress chart is provided with your program materials. Before beginning the scheduled sessions you should fill out the chart for your class. (A sample of this chart is included as Figure 1.) Fill in the names of each child in your class in the spaces under the left-hand column marked NAME. Your name and classroom number go in the blanks to the right of the heading "Progress Chart." There are eight columns remaining, one for each of the practice sessions. Following each session, every child should receive a check for that session opposite his name. Between sessions, leave the chart where the children can see it. At the end of the program, when the chart is filled (or almost filled), each child receives the safety patch and certificate.

Collecting Required Materials

The materials you need for each session are listed in the session descriptions. Below is a listing of all the materials required for the safety training program. Check to be sure you have these.

2" masking tape (about 100')
3 car mock-ups
500 red safety tokens
1 yellow ball--3" diameter
1 blue ball--3" diameter
1 yellow plastic wastebasket 12"-15" high
1 blue plastic wastebasket 12"-15" high
1 white plastic wastebasket 12"-15" high
50 yellow game pieces
50 blue game pieces
80 white game pieces
2 sets colored marbles, with containers
1 Progress Chart (20" x 30")
Safety badges
Safety certificates (blank)
Introduction pamphlets for parents

} One for each child in your class

If you are missing any of the items listed above, notify your principal.

SAFE STREET CROSSING TRAINING PROGRAM

PROGRESS CHART

TEACHER _____ ROOM _____

Name	1	2	3	4	5	6	7	8

Figure 1. Sample Progress Chart

Sending Home the Parents' Pamphlet

You have been provided with pamphlets which are to be distributed to the parents of all children participating in the program. These pamphlets briefly describe the program, and offer explanations of how the parents can help. You should send these pamphlets home with the children about three days before you administer the first session.

Scheduling Sessions

Since only one set of program materials is available in your school, program activities must be scheduled so that each class has access to them. Also, since the outside sessions require blocking the street, sessions must be scheduled so that the street is blocked for as short a time (on as few occasions) as possible. For these reasons, all scheduling of program sessions should be coordinated through your principal.

The preprogram activities and the eight (or nine) program sessions should be performed over about a three-week period with sessions spaced about two-three days apart.

PREPROGRAM ACTIVITIES

Before you actually begin the program sessions, preprogram activities should be conducted to get the children interested in the safety theme. As a minimum, the safety discussion described below should be held, and the other optional activities are recommended.

Safety Discussion

Objective of the Discussion

1. To remind the children that streets are dangerous and must be crossed with caution.

2. To sensitize the children to the fact that pedestrian accidents have happened to people they know and could happen to them.

Materials Required

None

Personnel Required

Teacher

Preparation Activities

None

Conduct of the Discussion

1. Explain how many children are hurt by cars.

2. Ask children to tell about experiences involving pedestrian accidents to themselves or friends.

3. Explain dangers of running into the street, especially from between parked cars.

4. Ask children if they know how to cross streets safely, i.e., what they must do as they cross the street.

5. Explain and demonstrate the safe street crossing sequence (as defined under Program Objective).

Other Activities (Optional)

Other suggestions for preprogram activities are as follows:

1. Have the children color the safety badge. A drawing is enclosed at the end of this section which you can trace and ditto. (Grades K-1) (See Figure 2)

2. Have the children make their own street crossing safety posters. You could turn this into a contest and award a prize or ribbon to the best ones. (Grades 2-3)

3. The children may have trouble discriminating their left from their right. If your class does not know left and right, you might spend a few days teaching the concepts of left and right so that when you introduce the behavior sequence, there will be less confusion.

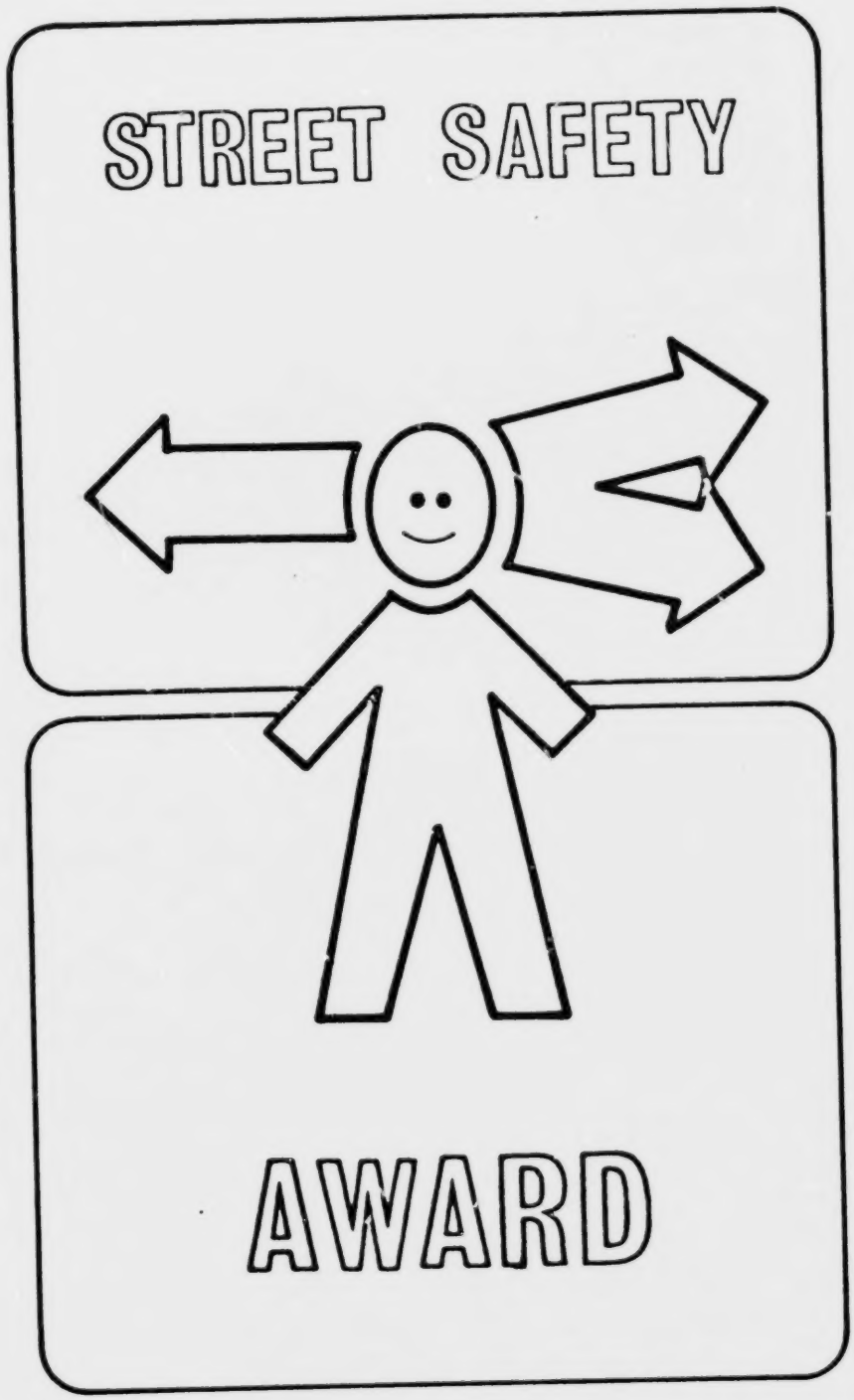


Figure 2. Safety Badge, Suitable for Coloring

SESSION 1: INTRODUCTION AND PRACTICE

Introduction

The children are introduced to the correct behavior sequence, and given a chance to practice that sequence in a "no-threat" situation. This means that the children will be allowed to rehearse their behavior without fear of punishment or loss of reward.

Objectives of the Session

1. To introduce the safety training program.
2. To give the children guided practice in performing the behavior sequence.

Materials Required

Masking tape (or similar type) 2" wide
Progress chart
Safety badge
Certificate

Personnel Required

Teacher

Preparation Activities

1. Be sure you have filled out a Progress Chart for your class.
2. Put about 10 feet of masking tape in a straight line parallel and about three feet away from the doorway of your room. Put another 10 feet of masking tape in a parallel line about seven feet from the first line. The taped lines serve as curbs; the area in between is the "street." If your classroom is small, arrange for the use of a large room such as the gym or auditorium.

Conduct of the Session

1. Explain to the children that they will be participating in a safety program that will teach them how to safely cross the street. Show them the Progress Chart and explain that

they will earn a check each time the class practices, if they cross the street correctly. Then show the safety badge and certificate and explain that if they can fill their chart with checks, they can each earn them.

2. With your back to the children, model the correct behavior sequence, using the tape to serve as curb and street. Explain that since no cars are in view you can cross the street. Cross again, facing the children, and repeat the sequence. Mention that the reason you look to the left a second time is because the cars approach from that side. Emphasize that when you perform the sequence, you are looking for cars.

3. Guide each child through the behavior sequence. As the child is performing, instruct him/her to say "left-right-left." Do not let the child sit down until he/she is able to correctly perform the sequence.

4. Have the children choose partners. Instruct each pair to perform the sequence, saying "left-right-left." Make sure each pair performs the sequence correctly before sitting down.

5. Give each child a check opposite his name under Session 1 on the progress chart.

6. If you are in your classroom, leave the tape on the floor. If not, remove the tape.

DOs and DON'Ts

1. DON'T let a child (or pair of children) finish their turn on an incorrect performance. Always have them do it correctly before they sit down.

2. DO physically and verbally guide each child through the sequence during his/her first performance.

3. DO have the children say aloud "left-right-left" every time they perform the sequence.

4. DO ask the children several times during the session what they are looking for.

5. DO impress on the children that they are learning to cross the street safely because "it is a good thing," not just to earn a badge.

6. DO be enthusiastic about the badge. The children must want to earn one.

SESSION 2: PRACTICE AND REWARDS

Introduction

Session 2 provides further opportunities for the children to practice the behavior sequence. During this session the children will receive safety tokens as a reward for correct performance. Two car mock-ups will serve as parked cars. The children must walk to the edge of the parked cars to perform the sequence and receive their tokens.

Objectives of the Session

To give children additional practice of the behavior sequence in a situation where they will be rewarded.

Materials Required

3 car mock-ups
2" masking tape
90 red safety tokens

Personnel Required

Teacher

Preparation Activities

1. If you are using a room other than your classroom, mark the street area with tape as described in Session 1.

Conduct of the Session

1. With your back to the children, model the correct behavior sequence, using the tape to serve as curb and street. Explain that since no cars are in view you can cross the street. Cross again, facing the children, and repeat the sequence. Mention that the reason you look to the left a second time is because the cars approach from that side. Emphasize that when you perform the sequence, you are looking for cars.

2. Show the children the safety tokens. Explain that everyone who performs the sequence correctly will get a safety token which he can keep.

3. Ask each child to perform the behavior sequence. As the child is performing, instruct him/her to say "left-right-left." Do not let the child sit down until he she is able to correctly perform the sequence. When the child performs correctly without prompting, give him/her a token.

4. Have the children choose partners. Instruct each pair to perform the sequence, saying "left-right-left." Make sure each pair performs the sequence correctly before sitting down. When the children perform correctly, give them safety tokens. Do not introduce the cars to the children until AFTER this point.

5. Introduce the cars into the situation in a low-key, serious manner. Explain that the cars are a threat to the children on the street, because children are much smaller than the cars, and liable to get hurt.

6. Allow all the children to take turns "riding" in the cars today. Try to desensitize the children to the cars as much as possible. Explain to them that during the next session the cars will be in the street when they are trying to cross. Emphasize that the cars are not toys.

7. Give each child a check opposite his name under Session 2 on the progress chart.

8. If you are in your classroom, leave the tape on the floor. If not, remove the tape.

DOs and DON'Ts

1. DON'T let a child (or pair of children) finish their turn on an incorrect performance. Always have them do it correctly before they sit down.

2. DO physically and verbally guide each child through the sequence during his/her first performance.

3. DO have the children say aloud "left-right-left" every time they perform the sequence.

4. DO ask the children several times during the session what they are looking for.

5. DO impress on the children that they are learning to cross the street safely because "it is a good thing," not just to earn a badge.

6. DON'T present the cars as toys. Emphasize to the children that real cars are dangerous, and that children should ALWAYS be very careful in the presence of a moving car.

7. DO take the time to praise each child every time he performs the correct procedure. When a child is praised, he is more likely to repeat his performance.

8. DON'T ignore a child when he performs the correct sequence. When a child is ignored, he may stop performing correctly.

9. DO try to desensitize the children to the cars. The children are sure to be curious and excited when the cars are shown. Until the children become used to the cars, they will be distracted and will not concentrate on performing the sequence.

10. DO, from the end of Session 2, require that the child perform the sequence correctly every time he/she crosses the "street" in your classroom. If you weren't in your classroom for Sessions 1 and 2, construct a simulated street with tape at the entrance to your room, using the instructions given in Session 1. Have the children practice daily by performing the behavior sequence each time they enter or leave the classroom. This behavior can be rewarded as you see fit. Encourage the class to watch whenever anyone leaves or enters to be sure the person is performing correctly. This will help keep the children constantly aware of the behavior sequence throughout the program. Do not remove this "street" until after Session 8.

SESSION 3: PLAY THE "BALL-TOSS GAME" IN CLASS

Introduction

This session is the first of the practice games sessions. The "Ball-Toss Game" is played by the children. The object of the game is to toss a ball into a basket. When the child misses the basket, the ball often rolls out into the "street" area.

The children will alternate the roles of oncoming cars and pedestrians. The pedestrian must stop at the curb (and at the boundary when parked cars are present), search adequately, and then cross the street. The children will gain tokens for appropriate behavior in the role of the pedestrian. In a later session, the children will play the same game under controlled conditions in a "real life" street.

Objective of the Session

To provide opportunities for the children to practice the behavior sequence while entering the street to retrieve a ball.

Materials Required

2" masking tape (or similar type)
2 mock-up cars
1 yellow ball--3" diameter
1 blue ball--3" diameter
1 yellow plastic wastebasket--12"-15" high
1 blue plastic wastebasket--12"-15" high
50 yellow game pieces
50 blue game pieces
60 red safety tokens

Personnel Required

Teacher and aide

Preparation Activities (See diagram of playing area, Figure 3)

1. Arrange for use of large room, gym, or auditorium if your classroom is small.

2. Following the diagram in Figure 3, place about 40 feet of tape in a straight line near the center of the room. This

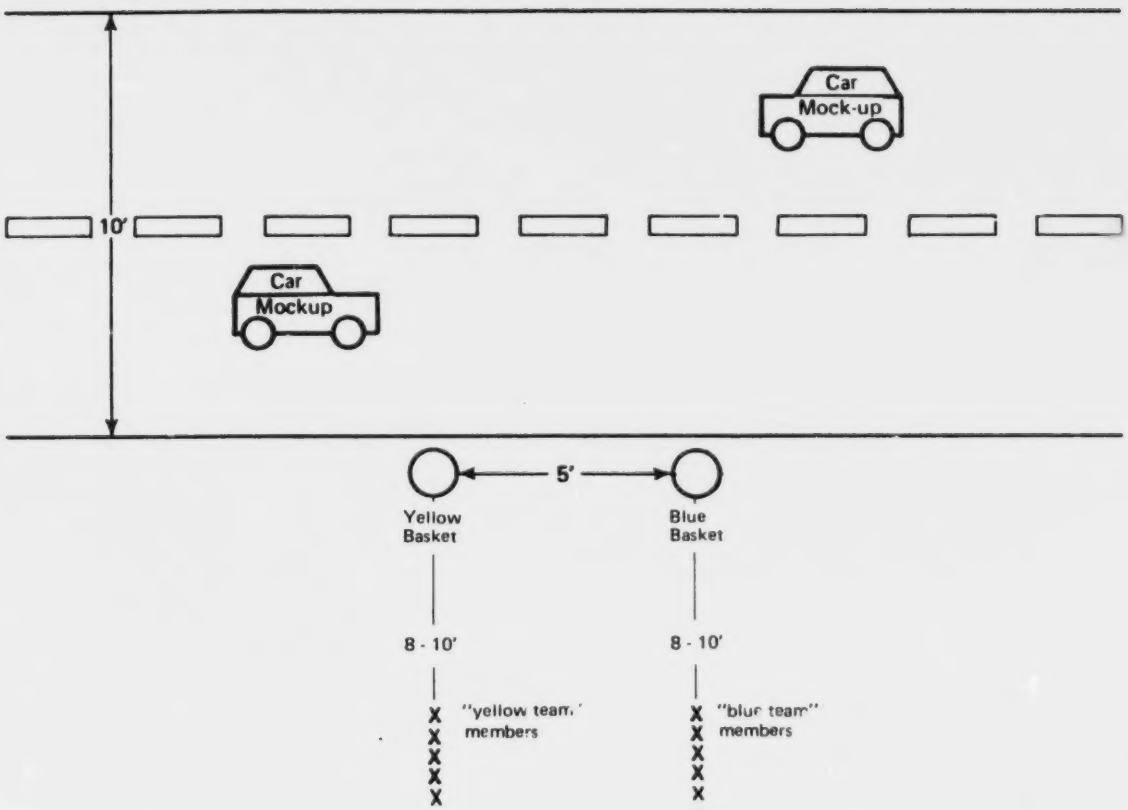


Figure 3. Playing Area for "Ball-Toss" Game

is to serve as the curb. One side of the area divided by the tape will be the "street." The other side is the playing area.

3. Place the two wastebaskets near the curb on the playing area. Set them about five feet apart. Put the yellow game pieces in the yellow basket and the blue pieces in the blue basket.

Conduct of the Session

1. Evenly divide the class into two teams. Designate one team as "yellow team," the other as "blue team."

2. Choose two children (one from each team) to serve as "cars." Give these children the car mock-ups and instruct them to move at a slow, even pace up and down the "street." (Have them circle the room in opposite directions so that "cars" are not always on the "street," and it is safe to enter.)

3. Have the teams form a line at a right angle to the curb. Have the blue team in front of the blue basket, with the first person in the line eight feet away from the basket. (You may have to move back further for the older children.) Have the yellow team likewise face the yellow basket.

4. The first child on each team throws the ball and tries to get it into the basket (it must go in on the fly, not bounce in). If the ball goes into the basket, the thrower runs to the basket, gets the ball and one game piece, and runs back to the line. He/she then takes another turn, and keeps tossing until he/she misses or makes the third "basket."

5. If he/she misses the basket, he/she retrieves the ball, gives it to the next person in line, and goes to the end of the line. If the ball goes into the street area, he/she must perform the behavior sequence before stepping into the street to get the ball. If the sequence is done correctly, he/she is given a red safety token. If not, he/she must repeat the sequence until it is done right.

6. Halfway through the game, call "stop." Assign two different children (who have already had their turns) to ride the cars.

7. When each child has had a turn the game is over. Collect the game pieces from each child. Count the pieces to determine which team had the most "baskets." Younger children are usually more interested in receiving praise for their individual performance.

DOs and DON'Ts

1. DO, whenever possible, verbally praise the children for correct performance of the behavior sequence.

2. DO make sure that the first person in line is AT LEAST eight feet from the basket. You should place a piece of tape on the floor for the children to stand behind.

3. DO watch each team separately (you can watch one team, the aide can watch the other), to make sure that you are able to see each child perform the behavior sequence.

4. DO collect and keep the game pieces. They are needed for other games. The children should each have one red safety token which they can keep.

5. DON'T present the cars as toys. Before beginning the game emphasize that, when crossing the street, the children MUST look for and stop for the cars.

6. DO give each child a check opposite his name under Session 3 on the progress chart.

SESSION 4: PLAY THE "SHUTTLE GAME" IN CLASS

Introduction

This session includes a practice game, the "Shuttle Game." Teams are required to touch colored bases on a cue from you and return to the starting circle as quickly as possible. There are three bases. In order to touch certain bases, the team members must cross a "street," and exhibit the proper behavior sequence before crossing. Those who fail to look left-right-left are sent back to begin again, thus taking up time and delaying the entire team's progress. One car mock-up will serve as a parked car. The other two will be "driven" up and down the street as before. The children must step to the streetside edge of the parked car before performing the behavior sequence.

Objective of the Session

To provide opportunities for practice of the behavior sequence, by having the child cross the street to reach the white base.

Materials Required

2" masking tape
3 mock-up cars
80 white game pieces
40 blue game pieces
40 yellow game pieces
80 red safety tokens
1 yellow plastic wastebasket
1 blue plastic wastebasket
1 white plastic wastebasket
2 sets colored marbles

Personnel Required

Teacher and an aide

Preparation Activities (See diagram of playing area, Figure 4)

1. Arrange for use of large room, gym, or auditorium if your classroom is too small.

2. Place about 30 feet of tape in a straight line near the center of the room--see the diagram of the playing area in Figure 4. This is to serve as a curb. Place another 30

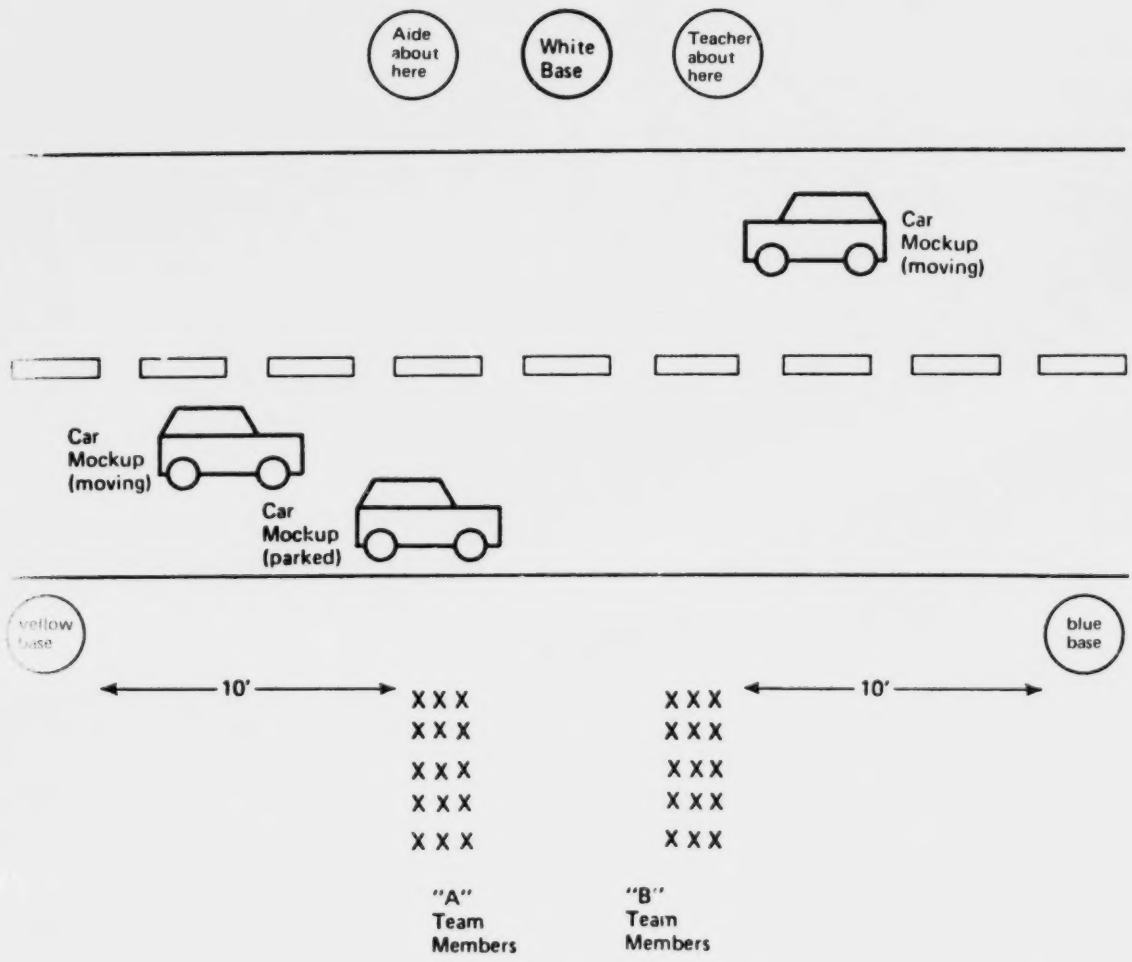


Figure 4. Playing Area for "Shuttle" Game

feet of tape about 10 feet away from the first line, parallel to it. This is the other curb. The area in the middle will serve as a street.

3. Place the wastebaskets, which serve as "bases," as shown on the diagram. The white base should be directly in the center across the "street." The yellow and blue bases should be about 30 feet apart on the same side as the children.

4. Place the colored game pieces in the wastebaskets of the same color.

5. Put one of the car mock-ups parallel to the curb in the street area. It is to serve as a parked car.

Conduct of the Game

1. Divide the class evenly into two teams.

2. Assign two children, one from each team, to act as "cars." Have them walk at a slow, even pace in the street area. (Have them circle the room, in opposite directions, so the "cars" aren't always in the street.)

3. Have one team line up as shown in the diagram.

4. You and your aide should stand near the white base. You will watch one team and the aide the other. Each of you should have a set of colored marbles.

5. To begin the game you and your aide at the same time take a marble at random from the container and call its color to the first person in line on your respective teams. For example, "David, yellow." Replace the marble in the container and shake.

6. When called, the player runs to the proper base (yellow in the example), takes a yellow game piece, and returns to the end of the line.

7. As soon as the player on your team returns to the line, pick another marble and call its color to the next child on your team. Your aide, of course, will do likewise.

8. When you select a white marble, call to the child to come over to where you are standing. The child must cross the street from the edge of the parked cars. Before crossing, he/she must perform the behavior sequence. If he/she tries to cross without performing the behavior sequence, he/she must go back to the curb and start over. If the sequence is performed correctly, give him/her a red safety token. The

child can take a white game piece from the basket and return to his/her team. Watch the child as he/she recrosses the street to assure that the recrossing is also correct.

9. Halfway through the game, assign two different children to act as cars, so everyone gets to play.

10. Play the game for a specified time (e.g., 20 minutes). Collect and count the game pieces. The team with the most pieces is the winner. Younger children will enjoy individual praise of the number of pieces each has collected.

DOs and DON'Ts

1. DO, whenever possible, verbally praise the children for a correct performance of the behavior sequence.

2. DO have an aide so that you each can watch a team to be sure that the children perform correctly when crossing the street.

3. DO collect and keep the game pieces. They are needed for other games. The children should have one to three red safety tokens each, which they can keep.

4. DON'T present the cars as toys. Emphasize before the game that when crossing the street the children MUST stop for cars.

5. DO keep the game moving quickly and with excitement.

6. DO give each child a check opposite his name under Session 4 on the progress chart.

SESSION 5: "FOLLOW-THE-LEADER GAME"

Introduction

In this session, the children will play a game in which they must follow a path which crosses the street. They must perform the correct behavior sequence to cross. If a child fails to perform the sequence, he/she must exchange places with the child behind. This game provides the children with opportunities to practice the behavior sequence when they are in the situation of being pursued.

Objective of the Game

To provide an opportunity for practicing the behavior sequence in a pursuit situation.

Materials Required

2" masking tape (plain)
3" tape, red and blue
10 chairs
3 large wastebaskets
60 red safety tokens

Personnel Required

Teacher and an aide

Preparation Activities (See diagram of playing area, Figure 5)

1. In the classroom or gym area, put 50 feet of masking tape in a straight line. Put another 50 feet of tape in a parallel line about eight feet from the first line.

2. Arrange the 10 chairs and the wastebasket as depicted in Figure 5.

3. Make a 3' x 6' start zone and end zone with the masking tape as shown in the figure.

4. Mark the path outlined in the figure with small pieces of colored tape to direct the children through the course. For older children (second and third grade) two colors of tape can be used (red for hopping, blue for running).

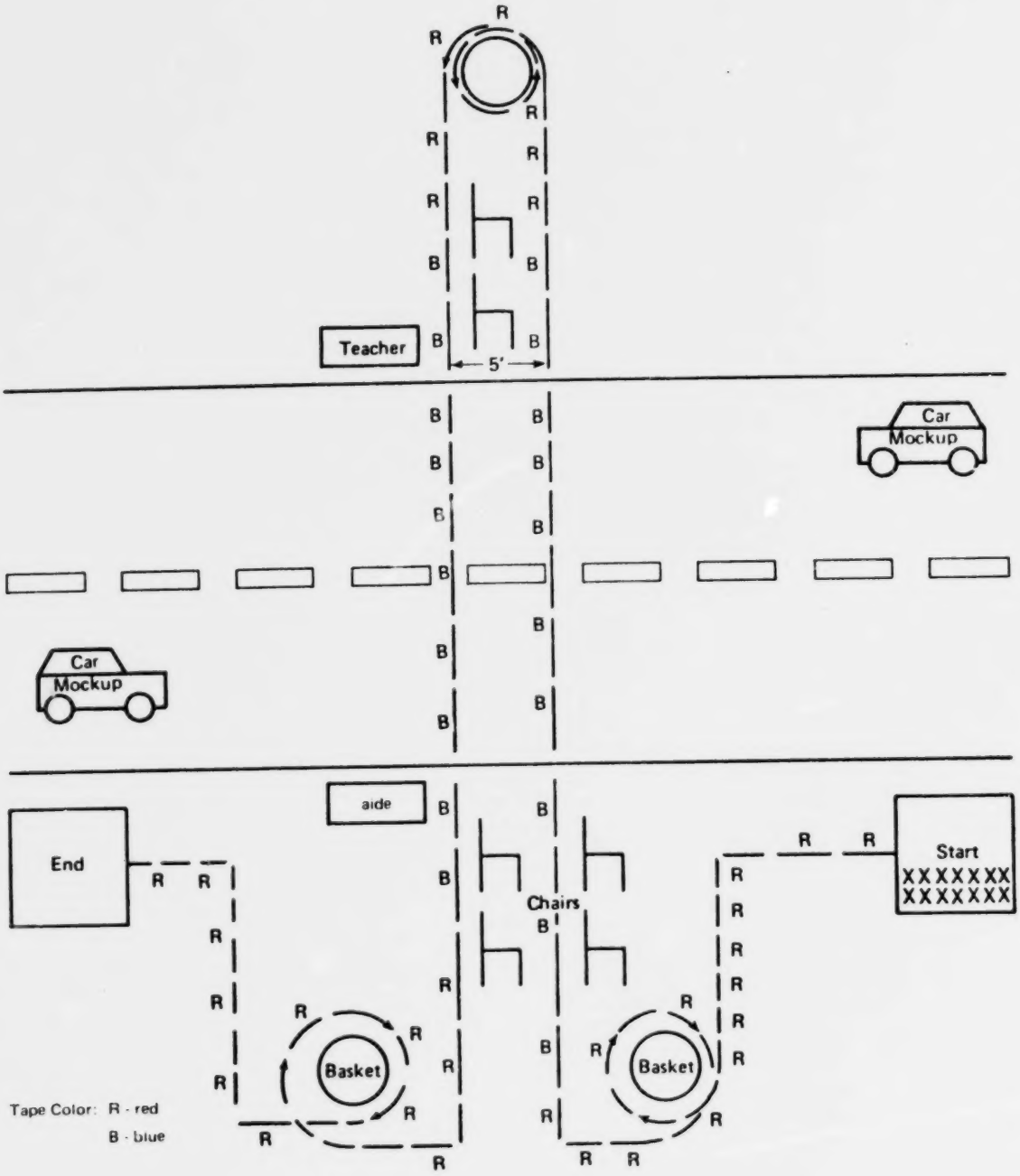


Figure 5. Playing Area for "Follow-the-Leader" Game

Conduct of the Session

1. Assign two children to be "cars." Instruct them to walk at a slow, even pace in the street. (Have them circle part of the room in opposite directions so the street will be clear at times.)

2. Ask the class to line up in a row in the start zone, beginning with the smallest child.

3. Explain that the object of the game is to complete the course and reach the end zone as quickly as possible without making any mistakes in following the path and without letting anyone catch up and pass them. Children can only be passed in the game area, NOT in the street. A child who is waiting to cross the street can't be passed by another child.

4. The first child in line (the smallest in the class) is told to begin walking the path as quickly as he/she can, but to make sure the path is followed. (In the older children's version, explain that wherever there is red tape the child must hop on one foot; where there is blue tape he/she must run.) The next person begins when the first child crosses the street for the first time and each successive player begins when the child before him/her reaches that point.

5. The teacher and aide check the children's performance of the correct street crossing behavior. If the player makes a mistake in performing the sequence, he/she loses one place in line.

6. As the players reach the end zone, the teacher gives them a safety token as a reward.

7. Halfway through the game, call "stop" and assign two children who have finished to be cars.

8. The game is over when all children have had a turn. Play the game a second time by having the child follow the course in reverse, i.e., from the end zone to the start zone.

DOs and DON'Ts

1. DO verbally reinforce the children each time they correctly cross the street.

2. DO have an aide watch one crossing area. Watch the other yourself. When a child forgets to perform the behavior sequence, or performs incorrectly, be sure he/she changes place with the child behind.

3. DO play the game again if time permits and if the children are enthusiastic.

4. DO give each child a check opposite his/her name under Session 5 of the progress chart.

SESSION 6: OUTSIDE PRACTICE, "BALL-TOSS GAME"

Introduction

The "Ball-Toss Game" is played outside under more realistic conditions than the indoor version. The game is played near arranged parked cars and the children must step to the edge of the parked cars before performing the behavior sequence.

Objective of the Session

To provide opportunities for the children to practice the behavior sequence while playing the Ball-Toss Game in a natural environment.

Materials Required

Same as required for Session 3 except that you will NOT need the car mock-ups, the masking tape, or the safety tokens.

Personnel Required

Teacher and an aide

Preparation Activities

Set up the game area in the selected site as per Figure 3.

NOTE: Check with your principal to determine the site for Session 6. Be sure that all arrangements have been made for blocking traffic on the street during the period in which you will be conducting the session.

Conduct of the Session

Have the children play the Ball-Toss Game as described in Session 3, except that NO safety tokens should be given for correct performance.

DOs and DON'Ts

1. DO read the instructions for Session 3.

2. DO make sure the children walk to the edge of the parked cars before performing the behavior sequence.

3. DO check to be sure that the street-blocking barricades are manned and in place before beginning the session.

SESSION 7: OUTSIDE PRACTICE, "SHUTTLE GAME"

Introduction

The "Shuttle Game" is played outside under more realistic conditions than the indoor version. If possible, the site for this session will be different from that used in Session 6.

Objective of the Session

To provide opportunities for the children to practice the behavior sequence while playing the Shuttle Game in a normal environment.

Materials Required

Same as required by Session 4 except that you will NOT need the car mock-ups, the masking tape, or the safety tokens.

Personnel Required

Teacher and an aide

Preparation Activities

Set up the game area in the selected site as per Figure 4.

NOTE: Check with your principal to determine the site for Session 7. Be sure that all arrangements have been made for blocking traffic on the street during the period in which you will be conducting the sessio-

Conduct of the Session

Have children play the Shuttle Game as described in Session 4, except that NO safety tokens are given for correct performance.

DOs and DON'Ts

1. DO read the instructions for Session 4.

2. DO check to be sure that the street-blocking barricades are manned and in place before beginning the session.

SESSION 8: OUTSIDE PRACTICE, "FOLLOW-THE-LEADER GAME"

Introduction

The "Follow-the-Leader Game" is played outside under more realistic conditions than the indoor version. The game is played near parked cars and the children must step to the edge of the parked cars before performing the behavior sequence. If possible, the site for this session will be different from those used in Sessions 6 and 7.

Objective of the Session

To provide opportunities for the children to practice the behavior sequence while playing the Shuttle Game in a normal environment.

Materials Required

Same as required by Session 5 except that you will NOT need the car mock-ups, the masking tape, or the safety tokens.

Personnel Required

Teacher and an aide

Preparation Activities

Set up the game area in the selected site as per Figure 5.

NOTE: Check with your principal to determine the site for Session 8. Be sure that all arrangements have been made for blocking traffic on the street during the period in which you will be conducting the session.

Conduct of the Session

Have the children play the Follow-the-Leader Game as described in Session 5, except that NO safety tokens are given for correct performance.

DOs and DON'Ts

1. DO read the instructions for Session 5.
2. DO make sure the children walk to the edge of the parked cars before performing the behavior sequence.

3. DO check to be sure that the street-blocking barricades are manned and in place before beginning the session.

FOLLOW-ON ACTIVITIES

This program should not end with the completion of the eighth session. For the program to have any permanent effect, the children should continue to practice what they have learned, not only throughout this school year, but in years to come. A follow-on activity which permits the children to practice the safe street crossing sequence should be conducted once per month. Here are some guidelines for you to follow to ensure the children will receive the necessary practice:

1. Have the children play one or another of the games at least once a month. Play them outside, or inside if the car mock-ups are available. (Guidelines for choosing outside standard settings are given in Sessions 6, 7, and 8. Be sure to coordinate your requirements with your principal.) You could even award special privileges for winning, or have permanent teams and running contests.

2. Periodically, reconstruct the simulated street in front of your classroom door. (Instructions for this are found in Session 1.) Have all children perform the behavior sequence upon entering or leaving the room.

3. Whenever the class is on the street for any reason (e.g., fire drill, going to or from someplace) you could have the children choose partners and cross the street. Praise children who correctly perform the sequence.

4. Invent your own games. To be effective, the practice game must have the following characteristics:

    a. It must provide opportunity for everyone to practice the sequence, not just passively hear about it.

    b. The game activities should recreate the activities that children engage in that most often lead to dart-out accidents:

        (1) Chasing or being chased
        (2) Intent on some goal across the street (e.g., a friend)

    c. It should be exciting so that the street-crossing becomes an incidental part of the play of the game. Fast-moving competitive games are good in this respect.

d. It should be simple enough that you can run the game and closely observe the street crossings with available help (i.e., aides, older children).

REFRESHER TRAINING

Even children who have had the full Safe Street Crossing Training Program, including follow-on activities, can be expected to forget some of what they have learned over the summer vacation. For this reason, children who were exposed to the program in the previous school year should be given refresher training early in subsequent school years up to and including third grade. The refresher training is basically an abbreviated version of the children's original training, involving three sessions and follow-on activities:

First Refresher Session--Identical to Session 2 except that:

1. Tokens are not given.

2. No progress chart is required.

3. The children will not need to take turns riding in the mock-up cars. The cars can be driven up and down the street while the children practice.

Second Refresher Session--Identical to Session 6.

Third Refresher Session--Identical to Session 8.

Refresher Follow-On Activities--Similar to the previous year's activities. Practice games may be modified to make them more challenging for the older children.

No awards (i.e., badges or certificates) are given following the refresher training.

APPENDIX B

PROGRAM COMMON MATERIALS

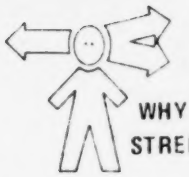
Parents' Pamphlet B-2

"Street Safety Award" Patch and
Safety Token B-4

"Street Safety Award" Certificate B-5

Progress Chart B-6

a message to parents about the STREET SAFETY **AWARD** program



WHY THE NEED FOR A STREET SAFETY PROGRAM

Motor vehicle accidents are the leading cause of deaths for children 5 to 14 years of age. Four out of every ten pedestrians injured in traffic are in this age bracket, and young school children are involved in the greatest number of pedestrian accidents.

Figures compiled by the U.S. Department of Transportation (DOT) show that, among the youngest children, one type of accident occurs most frequently. Seven out of every ten children injured in pedestrian accidents were hit while crossing at locations away from an intersection. That is, children are most often struck while darting, running, or crossing in the middle of the block. For this reason, a new DOT - sponsored program has been developed to teach children how to cross streets safely.

ABOUT THE PROGRAM

During the next three weeks, your child will receive eight periods of training on how to safely cross the street in the middle of the block. The program is uniquely different from many safety programs which merely tell a child how to cross the street. It requires your child to practice, under controlled conditions, what he/she should actually do when crossing in the middle of the block. The training will be carried out by your child's regular teacher.

The program uses a variety of techniques. It includes:

- ☐ Demonstration of how to stop and look both ways when crossing.
- ☐ Practice stopping and looking, both in class and on the street (the street, of course, will be blocked).
- ☐ Games especially designed to simulate the running and chasing activities that children engage in near the street.

It is anticipated that these techniques will be the most effective way to teach young children how to cross streets safely. Playing the games, in particular, will teach the children that they must stop and look no matter what they're doing when they enter the street.

HOW YOU CAN HELP

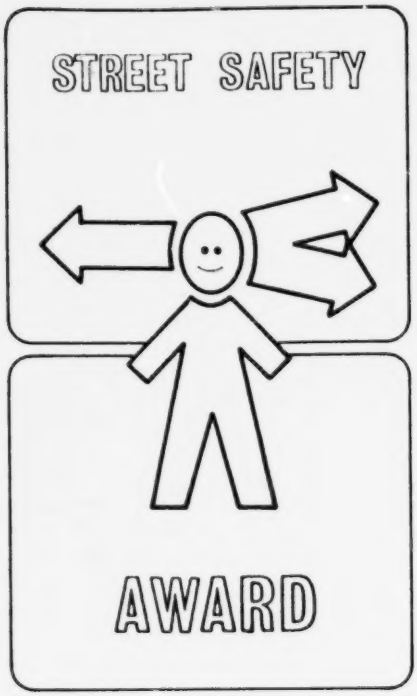
As a parent, your good example is critical to your children's safety. The most helpful thing you can do is to watch to be sure your child does the following things when he crosses the street:

1. Stops on the curb when no parked cars are present, or at the street side of any parked cars.
2. Looks left-right-left to check for oncoming cars.
3. If a car is coming, watches it until it passes and then looks left-right-left again.
4. Crosses only when the way is clear of traffic from either direction.

If you find that your child is doing this correctly, praise and encourage him. If the child fails to stop and look, gently remind him of what he should have done.

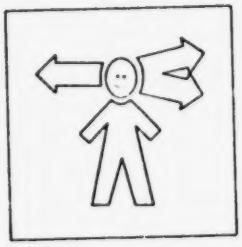
AWARDS FOR CHILDREN

At the end of the eight training periods, your child will receive a certificate showing that he/she has completed the program. In addition, each child will be awarded a safety patch designed to serve as a reminder of which way to look when crossing the street at non-intersection locations.



THIS BLOCK
RED

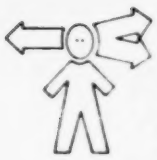
THIS BLOCK
GREEN



"Street Safety Award" Patch and Safety Token

STREET
SAFETY
AWARD
This award certifies that
has successfully completed the Street Safety Training Program. The holder of this award knows how to cross streets safely by stopping and looking left-right-left before crossing the street.
Teacher
Date

Street Safety Award Certificate



SAFE STREET CROSSING TRAINING PROGRAM

PROGRESS CHART

TEACHER _____ ROOM _____

Name	1	2	3	4	5	6	7	8

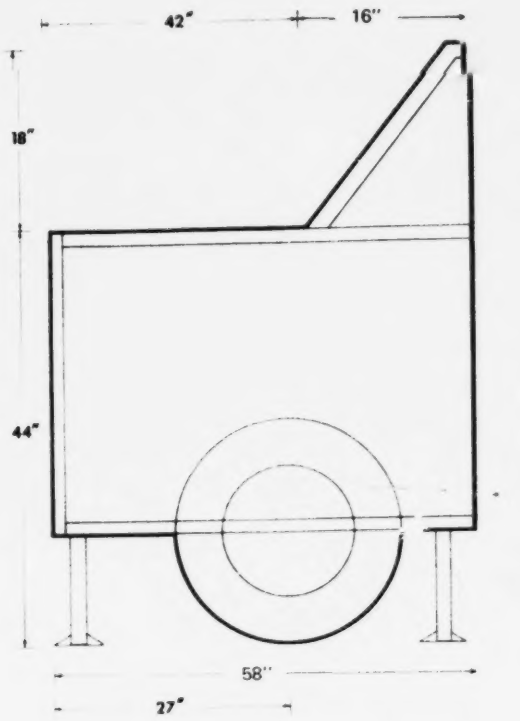
APPENDIX C

CAR MOCK-UPS

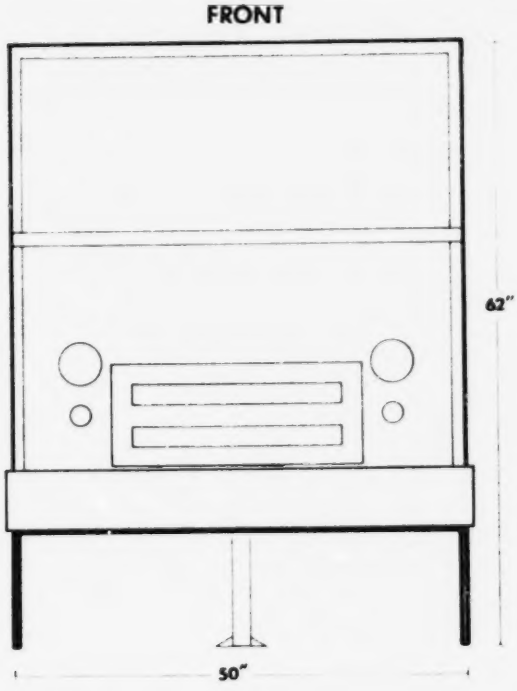
Simulator Mock-Ups (Used With Traffic-Flow Simulator) C-2

Push-Around Mock-Ups (Used With Basic and Film Programs) C-3

SIDE

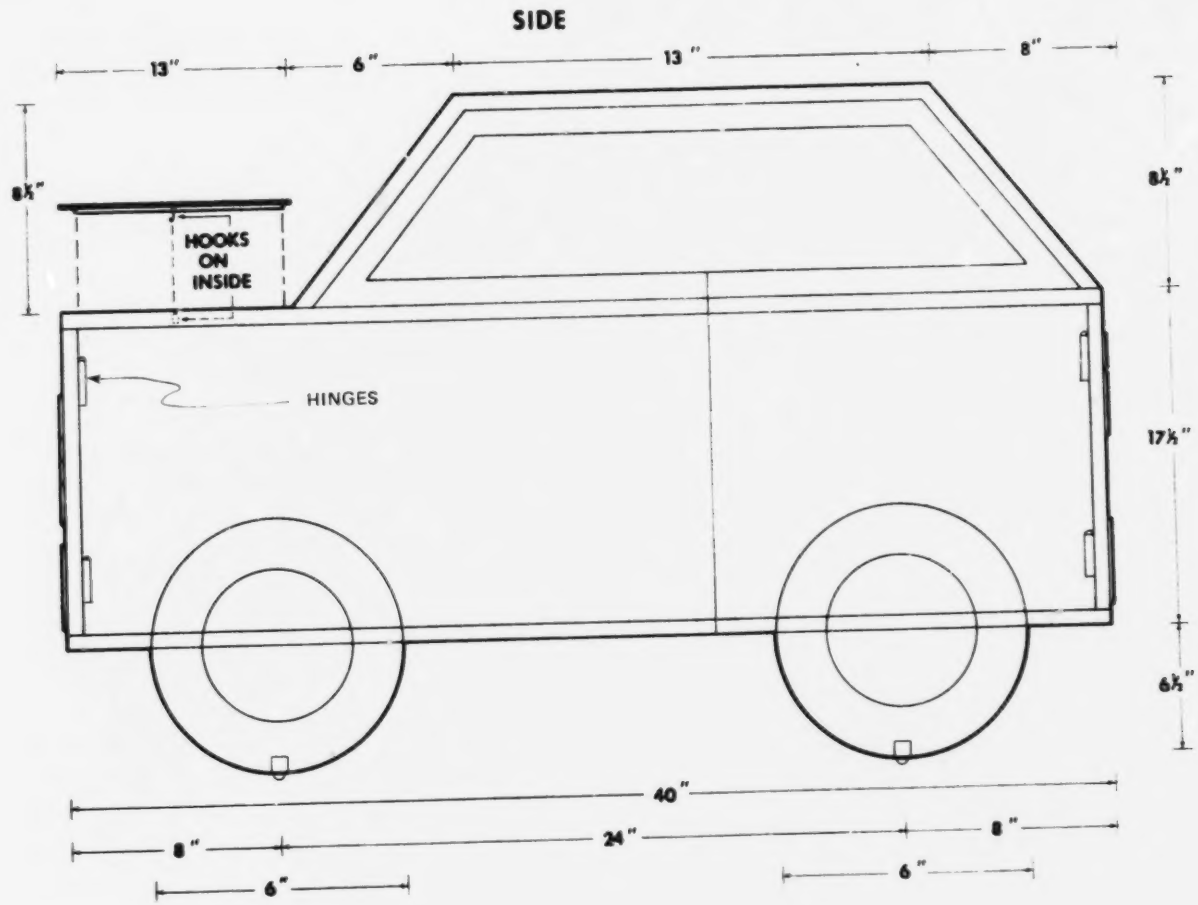


FRONT

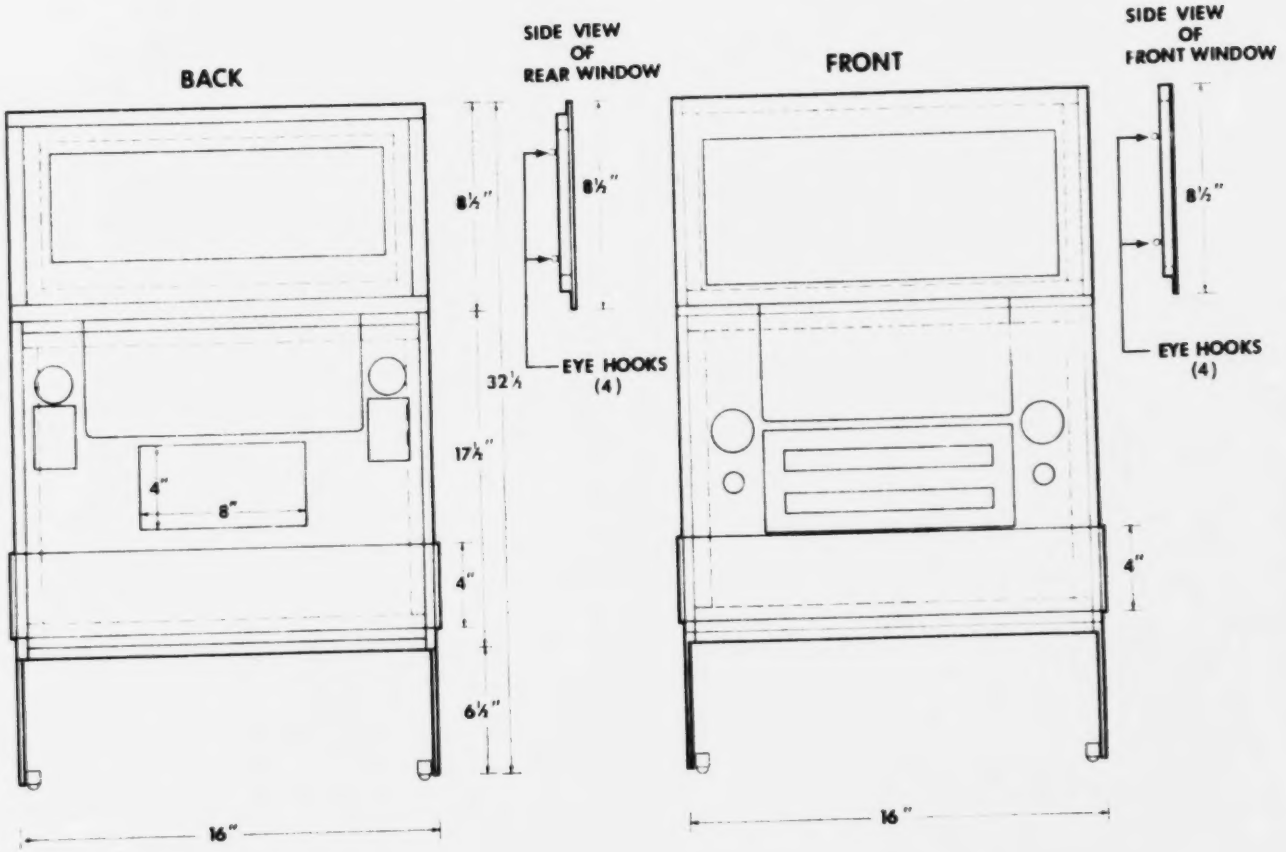


Note: These illustrations show front half. Rear half is identical except for finish details.

Simulator Mock-Ups (Used With Traffic-Flow Simulator)



Push-Around Mock-Ups (Used With Basic and Film Programs)



Push-Around Mock-Ups (Used With Basic and Film Programs)

APPENDIX D

TRAFFIC FLOW SIMULATOR

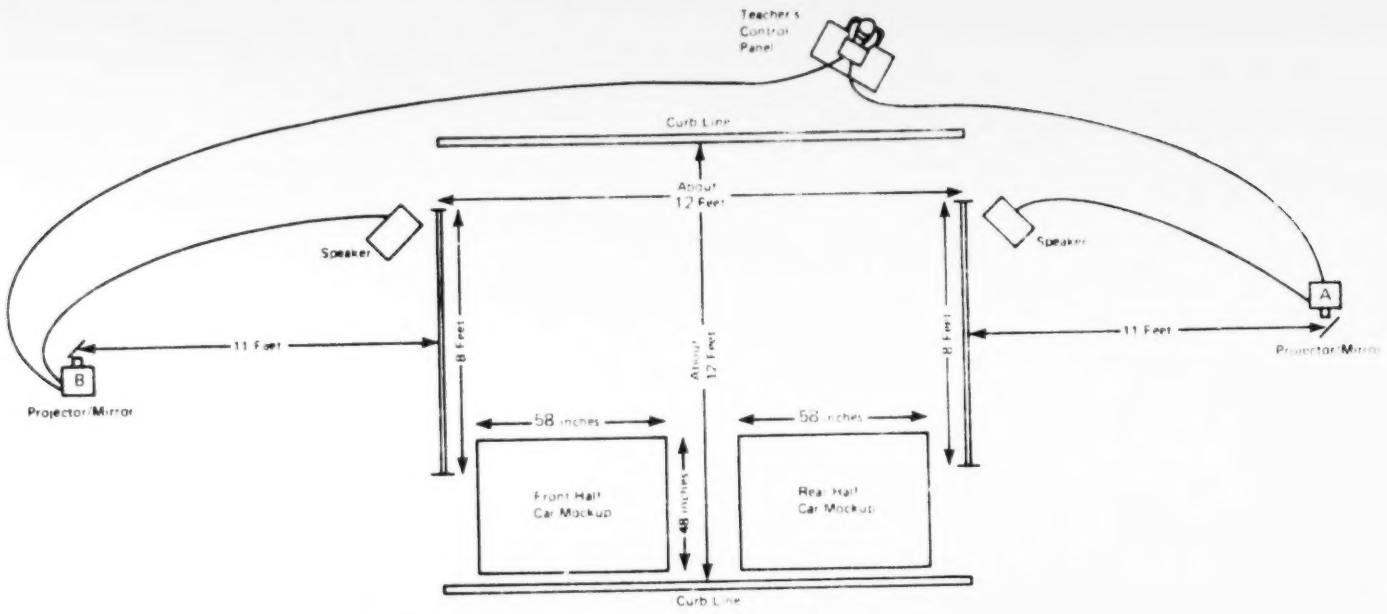
Layout of Simulator Components D-2

Exploded View of Rear Projection Screen D-3

Control Panel Layout and Control Functions D-4

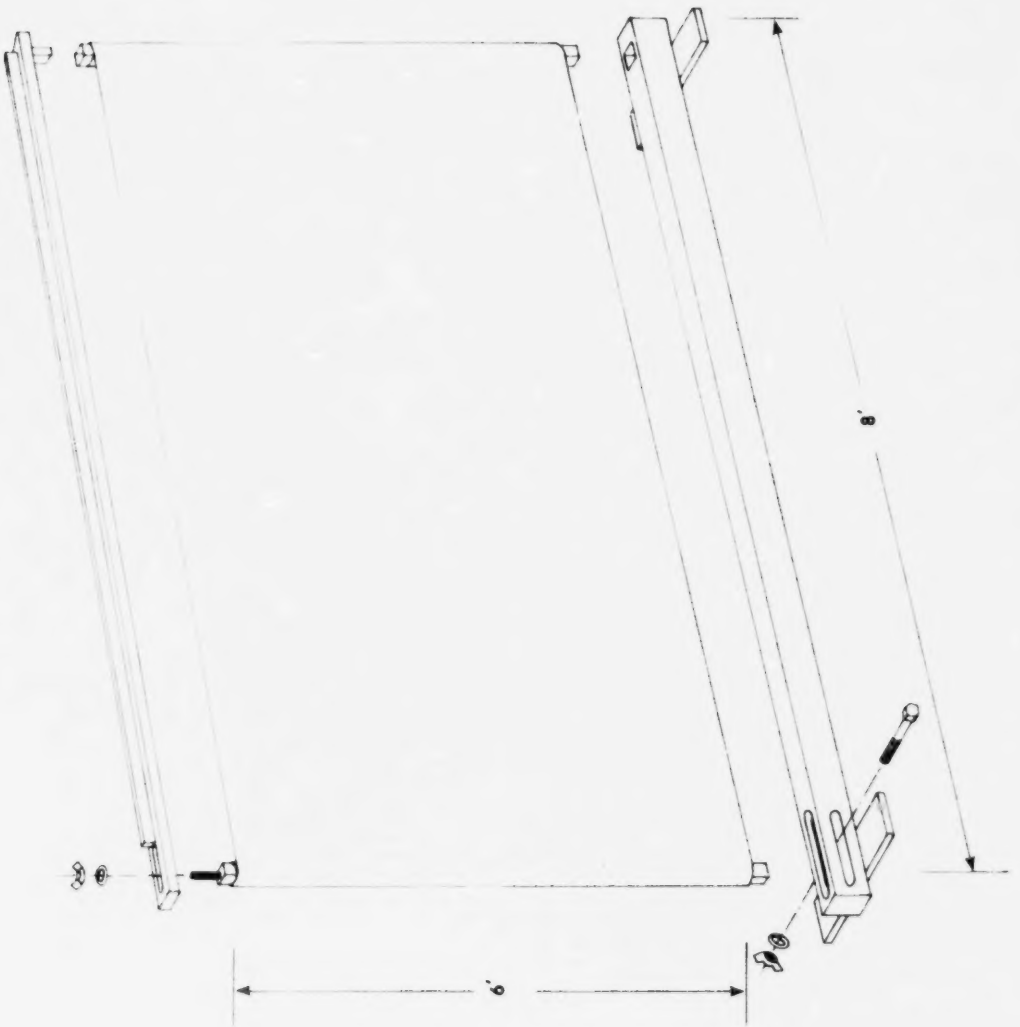
Control Panel Schematic D-5

Simulator Specifications D-6

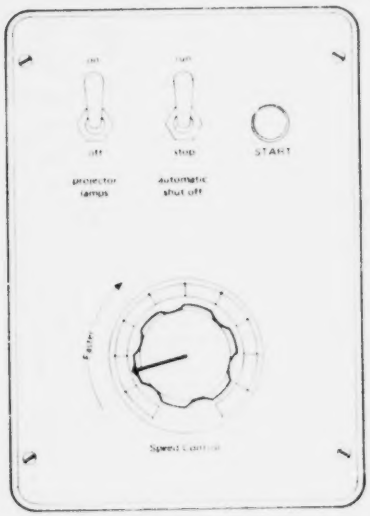


Note: In Sessions where car mockups are not employed, the curb line was placed closer to the screen.

Classroom Configuration of Traffic Flow Simulator

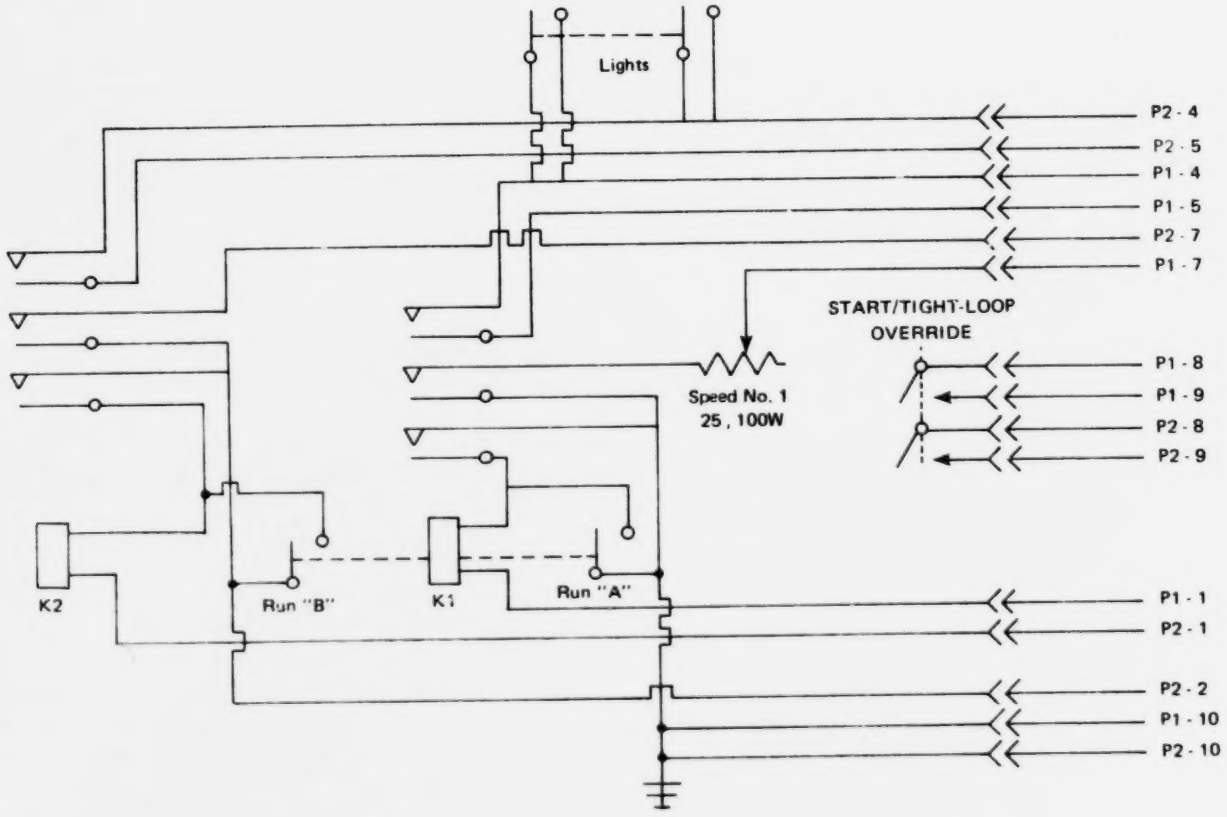


Exploded View of Rear Projection Screen



CONTROL	MODE	FUNCTION
projector lamp	ON	Projector lamps both on when projectors are running. Lamps shut off when projectors stop.
	OFF	Projector lamps both off.
automatic shut off switch	RUN	Bypasses automatic projector shut off circuitry. Switch must be in this position to start projectors.
	STOP	Automatic shut off circuits active – projectors will stop independently when they reach the end of the traffic flow scene.
START button		Depress to start projectors.
Speed Control		Adjusts speed of projector A . Turning the control clockwise increases the projector speed.

Control Panel Layout and Control Functions



NOTES

1. P1 - J1 connect to projector no. 1
2. P2 - J2 connect to projector no. 2
3. Projector connections are identical
4. J1/J2 connections:
    1. Projector term no. 4
    4. Projector term no. 3
    5. Lamp wire that was on projector term no. 3
    7. Motor lead that was connected to projector term no. 1
    8. One side tight loop siwtch
    9. One side tight loop switch
    10. Ground
5. Fast projector should be installed as projector no. 1
6. Both projectors should be connected when using box
7. K1, K2 , 115 VAC Coil
8. Standby and run switches are momentary

Dual Technicolor Super-8 Projector Controller

SIMULATOR SPECIFICATIONS

Projectors

Two, Model 1000A Technicolor Projectors equipped with L7.5 Technor wide angle lenses and Quartzline EUV lamps, modified to permit external control of:

1. Motor voltage
2. Power to lamp
3. Activation of automatic shut-off circuitry

Rear Projection Screen Material

Two, 6' x 8' panels of flexible rear projection screen material suitable for use in high ambient light.

External Speakers

Two, eight ohm permanent magnet speakers, 4" to 8" diameter, each with suitable enclosure equipped with a 25" cord and standard 1/4" phono plug.

APPENDIX E

SCRIPT/STORYBOARD FOR THE CHILD PEDESTRIAN SAFETY FILM "DON'T DART OUT"

SCRIPT FOR DOT FILM
Title "Don't Dart Out!"

VISUAL	NARRATION/DIALOGUE
Title	Music
Scene 1. Urban street, cars parked on both sides.	street sounds, muted
Three children playing ball on sidewalk. Mark, the first child (black male) throws the ball against a wall or pair of steps and the two standing in the rear reach up for it. Shannon (white male) is furthest into the street. He stands between two parked cars and catches the ball.	
Mark hits the ball against the step (or wall) and it flies over the children's heads into the street. Shannon turns and runs into the first lane, into the path of a car. Marta (white female) is shown cringing. Mark calls out "Shannon, watch out!" The car stops suddenly, brakes screeching, and Shannon is shown frozen, with the ball in his hand. He is pale, but not too upset. He walks to the curb. The driver is also shaken and pale. He wipes his brow and starts to move the car forward very slowly. The other two children meet Shannon and talk to him animatedly.	sound effects as needed Mark: Shannon, watch out!
Children quiet down and start playing an entirely different game on the sidewalk. It involves throwing the ball from one to the other with one child in between trying to block each throw. This continues as Voiceover begins and camera pulls away so that scene gets smaller. (Dissolve)	C.K.[1] (voiceover) Every day many, many children are hurt by cars on city streets. Shannon was very lucky. He could have been badly hurt.

[1] C.K. - Captain Kangaroo

SCRIPT FOR DOT FILM

VISUAL	NARRATION/DIALOGUE
C.K. on same street, fairly close shot. He wears TV costume, stands on sidewalk. Children can be seen some distance away, two sitting on steps, one standing.	C.K.: Hello, I'm Captain Kangaroo. I'd like to talk to you about playing safely near the street.
View of the children who get up and start playing the same in-the-street game they were playing when we first saw them, then view of street traffic going by. Should include trucks and cars.	Playing outdoors is always fun and young children need lots of fresh air and outside activity to keep them healthy. As we just saw, though, the big problem with playing outside is that cars are often passing by while you're playing, and you really have to be very careful. When I heard about Shannon's almost being hit by the car, I decided that I should teach him and his friends how to cross streets safely. Let me show you how I did that. One day, I went to see Shannon. . .
(Dissolve) New scene. C.K. is walking toward Shannon and the other two children. He waves to Shannon, who waves back. C.K. continues to walk toward group, then stops when they run towards him.	Shannon: (waving) Hi, Captain. See, I told you I know Captain Kangaroo. Here he comes now. Marta: Wow, it <u>is</u> Captain Kangaroo! Mark: You weren't kiddin', Shannon. It really <u>is</u> him.
When C.K. is introduced, he nods to each of the children. Then he leads them to steps and all sit down.	C.K.: Hello, Shannon, it's nice to see you again. Will you introduce me to your friends? Shannon: Hi, Captain. Sure. This is Mark (waves hand toward Mark) and this is Marta (pulls her forward). C.K.: How are you today, Mark? It's nice to meet you, Marta. C.K.: (to Shannon) Can we sit down here and talk for a minute? (Shannon nods assent)

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VISUAL	NARRATION/DIALOGUE	
All four are sitting on steps near where children were seen playing earlier.	C.K.:	Well, Shannon, I'm sure you know why I've asked you to meet me here today, but I don't know about your friends.
	Shannon:	I told them that you wanted to talk to us about street safety, Captain.
	C.K.:	Right, Shannon. Since you were nearly hit by that car last week, I'm sure you're more careful now. But what about you, Marta? Have you ever come close to being hit by a car like Shannon did?
	Marta:	One day when my dog ran away, yes. The car stopped very close to me. I was scared to death.
	C.K.:	And what about you, Mark?
	Mark:	Well, no, not me. But my friend Butch was hit last summer and his leg was broken. He was in the hospital for awhile and he said it really hurt.
Medium shot of C.K., then of all four.	C.K.:	Well then, all three of you already know how important it is to cross streets safely, even when you're playing.
Shannon hangs his head a little, looks slightly ashamed.	Shannon:	It's tough to remember to look when your ball goes in the street.
	Mark:	Yeah, or if somebody's chasing you.
	Marta:	Or when you're chasing a dog.
All four are shown.	C.K.:	Yes, it is, but today I'd like you to practice with me and we'll see how well you can remember.

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VISUAL	NARRATION/DIALOGUE
C.K. takes envelope out of pocket holding it in his hand (safety badge inside).	C.K.: If you can remember to check both ways before you cross, no matter what's going on, I'll have a prize for you--a safety badge. You'll have to earn it, though.
	Mark: Can I see it? What's it look like?
Almost simultaneously said.	Shannon: Who gets one--all of us?
All four are shown, children looking very eager.	Marta: How do we earn it?
C.K. removes three badges from envelope, shows them to children. Close-up of badge, which may be metal or fabric.	C.K.: This is the safety badge you can earn if you always remember to check both ways when crossing the street.
Camera pulls back and children are looking at C.K., eyeing the badge eagerly. They can be seen (but not heard) to say "How can I get a badge?" "What do we have to do?"	C.K.: (Voiceover) I explained that to earn the badge they would have to show me that they could cross streets safely when playing tag, baseball, or anything else.
C.K. is shown pointing to ball, bat, and then waving his arm as if to include all games.	
Medium shot of all four characters, and C.K. motions to children to watch him. He steps to curb, glances at parked cars, then steps to edge of cars.	Then I showed the children how to do that.
C.K. looks left, right, left in an exaggerated manner. Street is clear of traffic.	First, I checked that the two parked cars were not moving. Then I stopped at the edge of the parked cars. I looked left, then right, then left again to make sure no cars were in sight. Then I knew it was safe.

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VISUAL	NARRATION/DIALOGUE
C.K. walks back onto sidewalk where children are waiting and they appear to talk.	
C.K. takes progress chart out of an envelope and enters the three names.	
Close-up of progress chart, C.K.'s hand writing names, one in each space on left. Close-up of chart's blank rows, then pan to close-up of end of chart when C.K. says "filled."	
	After that, I showed the children how I would keep track of how they were doing. I wrote each of their names on a chart, and told them we would get together to practice for a little while whenever we could. Each time we were done practicing for the day, they would get a check mark next to their names. When the entire row was filled, they would get their safety badges.
Shot of C.K. and Mark, who appears to be asking the question. C.K. shakes head "no," and takes token out of his pocket. Close-up of token in C.K.'s hand. Shot of Mark and C.K. again, with C.K. showing Mark the token and pretending to mark a check on the chart.	When Mark asked if I was going to carry the chart with us all the time, I said "no." It was easier to use the safety token. Whenever they crossed the street correctly, I'd give them a token. At the end of the day's practice, I'd collect all the tokens and mark a check on the chart.
C.K. and children appear to be engrossed in deciding on who will be first. Each child is raising his hand and one is jumping up and down. C.K. singles out Mark, then puts Marta behind him and Shannon last in line. Mark starts forward, checks parked cars, then looks left and right and steps into street, still looking right. Freeze action with Mark's head still turned to right, with C.K. in view.	By this time the children were ready to start practicing their street crossing. I asked who wanted to go first. Mark went first and we all watched. Boys and girls, what did Mark forget to do? (Pause) You're right. He forgot to look left again.
Return to normal action. C.K. touches Mark's shoulder and points to curb, motions for him to come back to start again. Mark starts again, checks parked cars, then goes forward and stops at edge of parked cars. He looks left-right-left in an exaggerated manner. No cars are	I asked Mark to go back and start again, and this time he looked left, right, then left again. (The left-right-left coincides with Mark's head movements.)

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VISUAL	NARRATION/DIALOGUE
visible either way. He says, "OK, it's safe." (unheard) C.K. is seen standing at edge of cars with token ready. As soon as Mark finishes, C.K. puts token in his hand, smiles, and says "Right." Shot of Mark receiving token from Captain Kangaroo.	
Mark walks back to stand behind Marta.	Then it was Marta's turn. But wait a minute.
Bunny Rabbit (B.R.) appears at edge of a parked car. C.K. looks at B.R. B.R. motions toward the street, moves his head slowly from left to right. All three children look delighted; Marta giggles behind her hand. Camera picks up B.R. from rear, sees his head move slowly left-right-left, follows him part way across the street, then shows him on the other side of the street, waving and peeking from behind another car. C.K. claps his hands a little, waves goodbye to him, and prods the children to wave goodbye, too.	C.K.: What are you doing here, Bunny Rabbit? C.K.: Oh, I see. You want to try crossing the street, too. Well, can you show the children how to do it safely, as I have? All right, we'll let you show them, then you can go back to the Treasure House. Good for you, Bun. Thanks for showing the boys and girls. You can go back now. Tell Mr. Green Jeans I'll be there later. (To audience) Now that Bunny Rabbit is finished we can get back to learning how <u>people</u> cross streets safely, not rabbits. It's your turn now, Marta.
Marta begins to walk toward the edge of parked cars, glancing at cars she passes between, halting at edge of car on her right. Looks left, then right, then left again. Car is seen some distance away, approaching from right. C.K. puts token in her hand immediately after she finishes sequence and mouths, "OK, I could cross."	Marta did very well, and got her first safety token.

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VISUAL	NARRATION/DIALOGUE
Shannon is shown asking C.K. question, pointing in one direction and then the other. C.K. smiles, puts up one finger, steps to curb, checks without stopping, steps to edge of cars, looks left-right-left. A car approaches from the left on the second left look, so C.K. tracks it past, then reinitiates left-right-left sequence, as he says in voiceover.	When it was Shannon's turn, he asked what he should do if a car came one way while he was looking another. I showed Shannon what to do if a car comes while he is looking left, right, and left. I watched the car until it passed, and then started over looking left, right, and left again.
Shannon watches closely, then smiles and nods assent when C.K. returns to curb. He then glances at both parked cars, steps off curb, walks to edge of parked cars, and looks left-right-left slowly. No cars are in view. C.K. has followed him and presses token into his hand, smiling. Close shot of token in Shannon's hand, then of Shannon smiling up at C.K.	When Shannon took his turn there were no cars coming so he just looked left, right, left and got his token.
All four are seen discussing where to go next. Dissolve to new scene where cars are parked only on opposite side of street.	Then we all decided that tomorrow we would practice on a different kind of street, one where cars were parked only on one side. (Pause) And there all three children earned another safety token. This time, since there were no parked cars, Shannon, Mark, and Marta had to stop at the curb and look left-right-left.
Taking turns, each child steps to edge of curb, looks left, right, left, and receives token. C.K. smiles at each. On last turn (Marta's), a car approaches from left. Marta tracks it past, then mistakenly looks only to the right and begins to step off curb.	On Marta's turn, a car came from her left. Let's watch what she does. Whoops! Children, what has Marta forgotten? (Pause) That's right. She forgot to start all over again after the car passed.
Freeze action with Marta's head to right (on word "Whoops").	I told them to step off the curb only after they finished looking for cars. If a car was coming, they should start looking all over again after it passed.

SCRIPT FOR DOT FILM

VISUAL	NARRATION/DIALOGUE
C.K. calls Marta back and explains to her that she must begin again with left-right-left after tracking a passing car. Marta nods and smiles, then approaches curb, looks left, right and tracks a car approaching from right. When the car has passed, she again looks left-right-left, and C.K. gives her a token.	Marta tried again, and this time she watched the car go by, then looked left, right, left, and so earned her safety token.
Children are shown giving tokens to C.K., and we see close shot of his hand placing checks beside their names, only three checks for each.	At the end of our practice time, the children gave me their tokens and we marked their checks on the chart.
No cars are parked on street. Marta is shown on sidewalk, running toward camera with Shannon chasing her. She slows down, looks into the street where a car approaches from her left. After it passes, she looks at Shannon who is gaining on her, looks left-right-left, then runs across the street because no cars are in view. C.K. meets her on other side, and gives her a safety token.	For the next week or so we practiced often. Sometimes we crossed streets during our games, and we were always careful and watched for cars. We all agreed that we would stop chasing while we were crossing the street. We enjoyed playing the games while we practiced safe street crossings. Each time they looked left, right, and left (coincides with Marta's head movements) they got a safety token.
Close-up of C.K.'s hand holding progress chart and putting checkmarks in blocks beside each child's name (snown to be just 3 checks from being full).	
When C.K.'s voiceover reaches "left-right-left" picture shows close-up of Shannon looking left-right-left. Bunny Rabbit appears once behind a telephone pole, holding his token and waving wildly, but C.K. points off-camera and Bunny Rabbit disappears.	We practiced on all sorts of streets. We crossed big streets, small streets, straight ones, and crooked ones, streets with cars parked alongside, and with no cars parked. And no matter which streets we crossed, we always crossed safely by looking left, right, and then left again (coincides with Shannon's head movement).
	Bunny Rabbit came out to join us again, but we told him he'd just have to go back to the Treasure House because we had some serious practicing to do.

SCRIPT FOR DOT FILM

VISUAL	NARRATION/DIALOGUE
Shows Marta, then Mark, crossing as voiceover describes. When reach left-right-left, shows Mark looking left-right-left, then C.K.'s giving him the token. Then shows all four watching C.K. placing checks beside their names. (Chart is now half-full.)	When we crossed streets where cars were parked, we always stopped at the edge of the parked cars. Where no cars were parked, we stopped at the curb. But we always looked left, right, and then left (coincides with Mark's head movements). And each time the children crossed the street correctly they got a safety token. And each time we were done practicing they got another check on the progress chart, so the progress chart filled up quickly.
(Dissolve)	
New scene of C.K. at same spot on original street, with progress charts in hand. Three kids are walking toward him, smiling. They stop near him. Close-up of filled chart, then of safety badge.	C.K.: And that's how I taught the children to cross the street safely. And today I'm here to award safety badges to all three of my students. I'm proud of them. Their charts are totally filled. That means that they've earned the right to wear the Captain Kangaroo safety badge.
C.K. turns toward children, puts charts in his pocket, and holds out safety badge to Mark with left hand while shaking his right.	C.K.: Mark, congratulations on earning your safety award. This badge shows everyone that you know how to look left-right-left to cross streets safely. (Shakes his hand)
	Mark: Thanks, Captain. It was fun to learn this way.
C.K. turns to Shannon. Mark steps to C.K.'s left to allow Shannon to come forward. C.K. shakes hands with Shannon as he presents award.	C.K.: Congratulations to you, too, Shannon. Here's your safety award. I'm glad to know that you've learned how to play safely near the street.
	Shannon: Thank you Captain. That's a neat badge.

SCRIPT FOR DOT FILM

VISUAL	NARRATION/DIALOGUE
Marta comes forward to receive award and hand-shake from C.K. Other two children stand with awards in hand 3-4 feet away.	C.K.: And you, too, Marta. You earned your safety award. Congratulations (shakes hands). Now since that's the last of our awards I want to . . .
Bunny Rabbit appears from behind telephone pole, holding tokens, and patting his chest as if to say "me, too."	Marta: Captain, wait. There's someone else who needs to get something from you.
Close-up of Bunny Rabbit who nods "yes" vigorously, and waves a handful of tokens.	C.K.: What do you mean, Marta? (He spies Bunny Rabbit.) Oh, I see. Well, Bun, have you practiced your safe street crossing?
C.K. takes carrots out of his pocket and hands them to Bunny Rabbit, who holds them tightly, then disappears behind pole.	C.K.: I can only think of one reward for you, Bunny Rabbit. It's one I'm sure you'll like. Carrots!
Close-up of C.K., holding badge. Points to camera when he says "You can earn one."	C.K.: Remember boys and girls, this safety badge can only be worn by children who've learned to cross streets safely. You can earn one, too. Your teacher will show you how, and we're all glad to know that you'll soon be learning how to be safe when you're playing outside.
Camera pulls back to show all four characters at curb, waving goodbye.	Goodbye now, and play safe.
Children wave goodbye to C.K., then run toward original spot. Mark produces a ball from his pocket, and throws it against wall. Marta and Shannon are standing in original positions. Repeat original scene but instead of running in front of oncoming car, Shannon is shown to stop, wait for car to pass, look left-right-left, and then proceed into street to get ball. B.R. appears behind parked car, waving goodbye, wearing safety badge. He clutches carrots, looks left-right-left, and nods "yes."	